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ABSTRACT

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Celebrations" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and conducting interviews. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "I'm in Charge of Celebrations" (Byrd Baylor); (2) "Dumpling Soup" (Jama Kim Rattigan); (3) "Potato Pancakes All Around" (Marilyn Hirsh); (4) "The Relatives Came" (Cynthia Rylant): (5) "Too Many Tamales" (Gary Soto); (6) "Mirandy and Brother Wind" (Patricia McKissack); (7) "Rechenka's Eggs" (Patricia Polacco); and (8) "Tree of Cranes" (Allen Say). (EH)

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Windows On Social Studies

Multicultural Adventures Through Literature

Celebrations

ED 410 136

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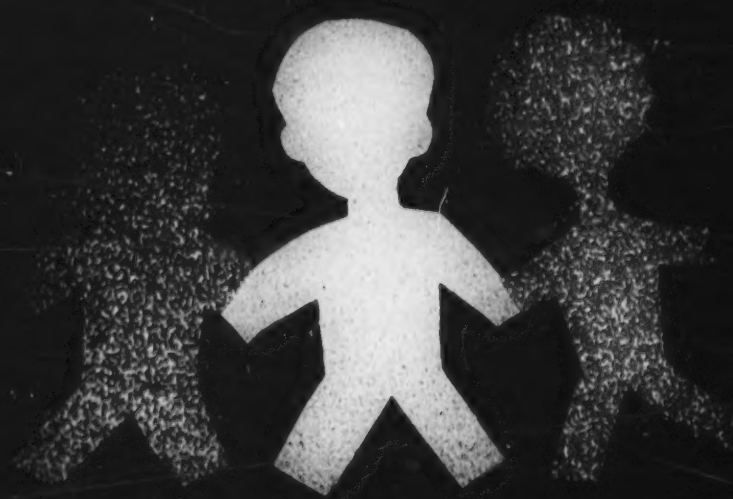

Joan Westley
Holly Melton

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Windows On Social Studies

Multicultural Adventures Through Literature

Celebrations

The activities in this book are designed specifically to support the following children's books:

Baylor, Byrd. *I'm in Charge of Celebrations*. New York: Charles Scribner's Sons, 1986.

Hirsh, Marilyn. *Potato Pancakes All Around*. Philadelphia: The Jewish Publication Society of America, 1982.

McKissack, Patricia. *Mirandy and Brother Wind*. New York: Alfred A. Knopf, 1988.

Polacco, Patricia. *Rechenka's Eggs*. New York: Philomel Books, 1988.

Rattigan, Jama Kim. *Dumpling Soup*. Boston: Little, Brown and Company, 1993.

Rylant, Cynthia. *The Relatives Came*. New York: Bradbury Press, 1985.

Say, Allen. *Tree of Cranes*. New York: Scholastic Inc., 1991.

Soto, Gary. *Too Many Tamales*. New York: G. P. Putnam's Sons, 1993.

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Notes to the Teacher

What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

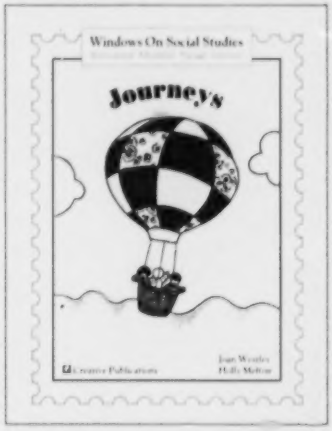
Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 48 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1–3. By listening to the stories and then discussing, comparing, and doing, students will discover the cultural, historical, and geographical diversity of the United States and the world.

The program consists of six resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

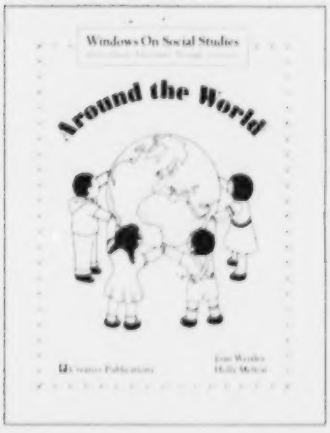
Long Ago Times

Across America

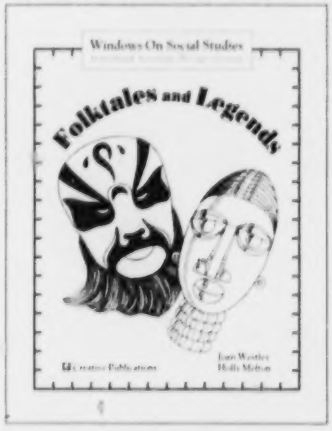
Journeys



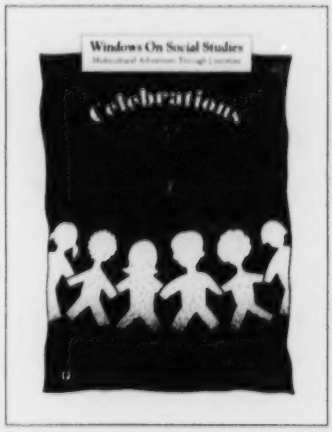
Around the World



Folktales and Legends



Celebrations



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Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

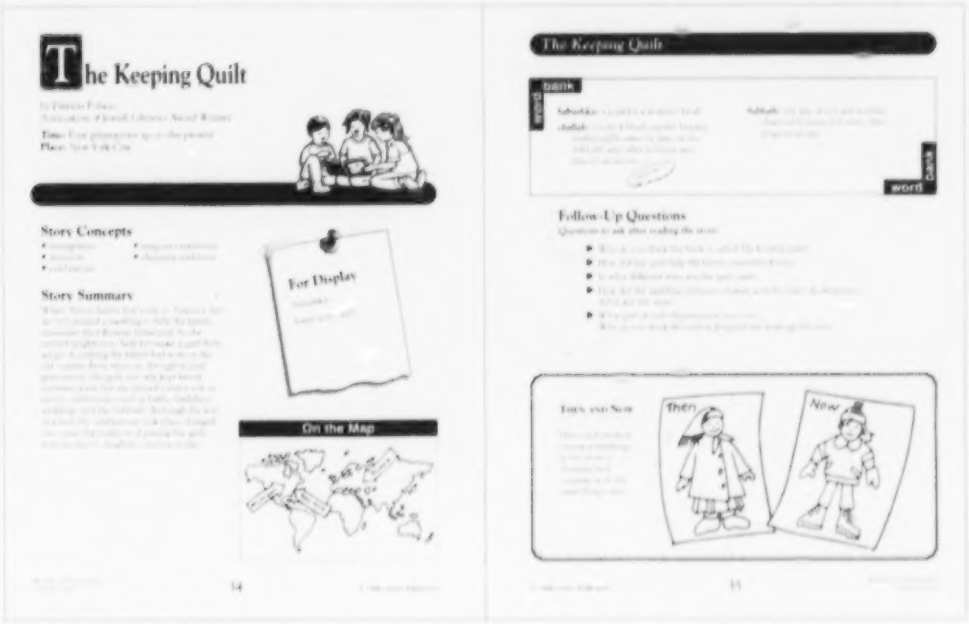
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

Word Bank provides the meanings of social studies terms found in the story.

Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

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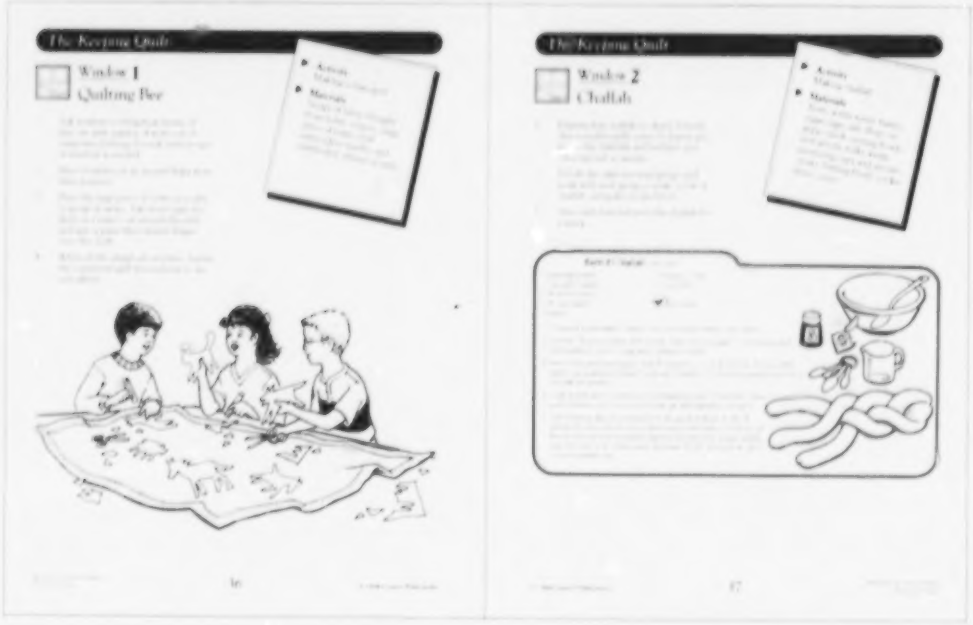
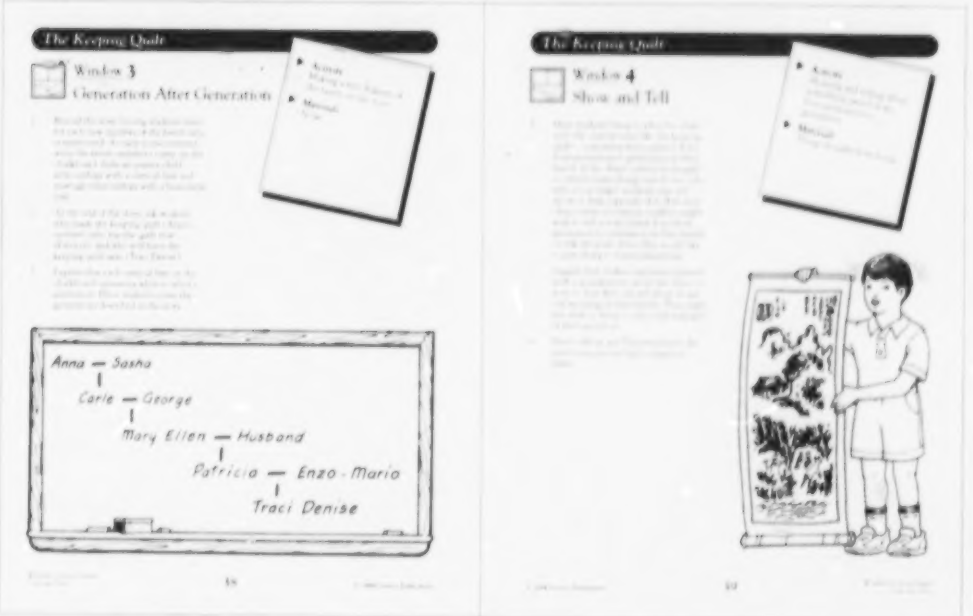
Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.





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I'm in Charge of Celebrations

by Byrd Baylor
illustrated by Peter Parnall

Time: The present
Place: The American Southwest

Story Concepts

- nontraditional celebrations
- love of nature
- geography and animal life of the desert
- self-sufficiency and taking charge

Story Summary

Triple rainbows, green clouds, coyote encounters, meteor showers, and the coming of spring in the desert—these are all cause for joyful celebration to the girl who tells this tale about life in the American Southwest. When asked if she's lonely out in the desert, she laughs, "How could I be lonely? I'm the one in charge of celebrations." She goes on to describe her notebook of "Celebration Days," filled with entries about days on which something wonderful happened to her in the desert. As she talks about "Dust Devil Day," "Coyote Day," and other special times, the reader is transported to a land of sand and ravines and yuccas and cactus blooms; a land of desert tortoises and horned toads and white-winged doves from Mexico. The beauty of both the prose and the book's stark, colorful illustrations make it easy to believe that in one year on the desert the girl had one hundred and eight "Celebration Days."

For Display

cactus plants

lizards and tortoises

picture books and videos about the American Southwest

On the Map

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word bank

canyon: a deep, narrow valley or gorge with very steep sides

desert: a very dry region, often covered with sand

ravine: a gorge, or deep, narrow valley

tumbleweeds: plants that break off from their roots and are blown around by the wind

yuccas: plants found in the American Southwest and Mexico; with long, pointed leaves at the bottom and clusters of white, bell-shaped flowers growing on a tall stalk

word bank

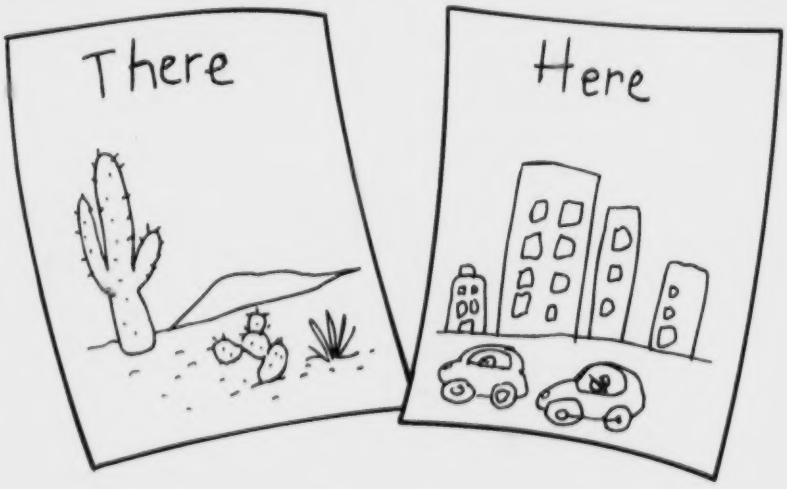
Follow-Up Questions

Questions to ask after reading the story:

- Why isn't the girl lonely in the desert?
- Would you like to be friends with the girl? Why or why not?
- Would you like to live in the desert? Why or why not?
- How is the desert different from where you live?
- What do you celebrate about the land where you live?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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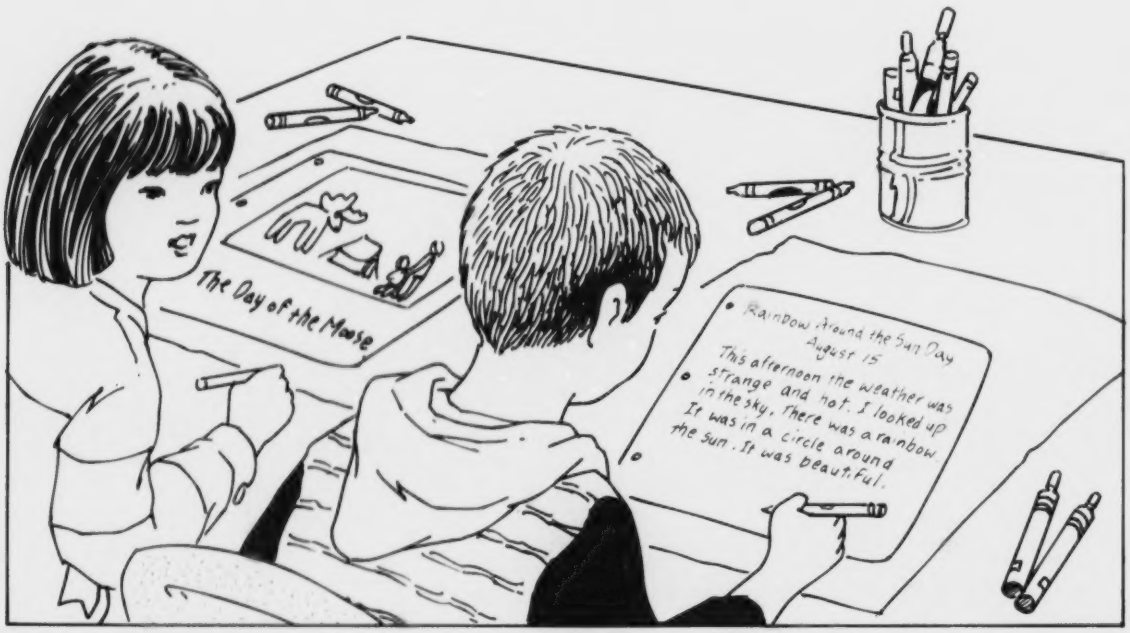
Window 1
My Own Celebrations

- **Activity**
  Making notebooks about personal celebrations
- **Materials**
  Writing paper, construction paper, drawing and writing materials, stapler

1. Talk about the celebration notebook the girl in the story kept, full of stories about wonderful days in the desert. Invite students to make their own celebration notebooks.
2. Talk about the kinds of days students might write and draw about. Steer them away from traditional holidays and celebrations, and toward the kinds of exciting experiences the girl told about.
3. Have students put a piece of construction paper on top of several pieces of writing paper, and fold in half and staple together into a notebook. Then have students write or draw pictures about "Celebration Days" they've had in the past. Ask students to date them as accurately as possible.
4. Have students keep their notebooks handy, writing and drawing in them whenever a new "Celebration Day" occurs. Periodically, have students share with the class information about their favorite celebrations.


The Day of the Mouse
Rainbow Around the Sun Day
August 15
This afternoon the weather was strange and hot. I looked up in the sky. There was a rainbow. It was in a circle around the sun. It was beautiful.

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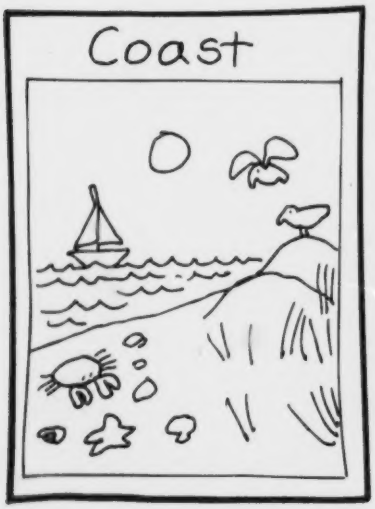
Window 2

Desert, Coast, Rainforest, or the Arctic

- **Activity**
  Making black-and-white and color pictures of geographic environments
- **Materials**
  Colored felt-tip pens, black felt-tip or ink pens; drawing paper; *National Geographic* magazines and other nature and travel magazines

1. Go through the book with students. Point out how the illustrator outlined the pictures in black and filled them in with color. Talk about how this art style is used to show desert scenes.
2. Have students name other geographic environments, such as mountains, islands, coasts, rainforests, and arctic regions. Invite students to look through *National Geographic* and travel magazines to find pictures of the environments they named.
3. Have each student choose a geographic environment to depict. Students could draw one or more pictures showing the plant and animal life, as well as the land and water within the environment. Have students use black ink pens to outline the pictures. They should then fill in the pictures with color.
4. Hang the pictures in a classroom display.



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Window 3
Cloud Days

- **Activity**
  Learning about clouds
- **Materials**
  Copies of All Kinds of Clouds sheet (page 58); nonfiction books about clouds and weather

1. Remind students that one of the girl's celebration days was "Green Cloud Day." Ask students if they have ever seen green clouds or clouds shaped like parrots. Have students talk about other colors and shapes of clouds they have seen.
2. Distribute copies of All Kinds of Clouds. Go over the different kinds of clouds and when they are seen. Have students guess the kind of cloud the green parrot cloud in the story is (cumulonimbus or altocumulus).
3. Every day for a week, take the class outside to look at the clouds. Have students look at their sheets and decide what kinds of clouds are in the sky. Then encourage students to talk about what the cloud shapes look like.

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Window 4
Animal Tracks

- **Activity**
  Matching animal tracks with the animals that made them
- **Materials**
  Copies of Animal Tracks sheet (page 59); nonfiction books about animals, both wild and domestic

1. Remind students that the girl in the story saw deer tracks and coyote tracks. Show students the pictures of the tracks in the book.
2. Invite students to be animal track detectives. Divide the class into groups, and give each group a copy of the Animal Tracks sheet.
3. Tell students to think about the following as they try to figure out which animal made each track: *Is the animal big or small? Does it have hooves or toes? Is the track round or long?*
4. After groups have tried to figure out the tracks on their own, have them get help from books. Some books, such as Jim Arnosky's *Crinkleroot's Book of Animal Tracking* (Bradbury Press, 1989), are very specific. See below for the names of the animals whose tracks are shown on page 59.

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Dumpling Soup

by Jama Kim Rattigan
illustrated by Lillian Hsu-Flanders
Winner of the 1990 New Voices, New World Contest

Time: The present
Place: Hawaii

Story Concepts

- cultural diversity
- family ties and traditions
- foods of different cultures
- languages of different cultures
- New Year's traditions

Story Summary

Marisa and her many relatives live on the island of Oahu in Hawaii. They are Korean, Japanese, Chinese, Hawaiian, and *haole* (Hawaiian for white people). Every year, Marisa and her relatives gather at Grandma's house to celebrate New Year's. This year, for the first time, Marisa will help make the *mandoo*, or dumplings, for the traditional New Year's meal. Marisa has a difficult time wrapping the dumplings, and they are lumpy and strange-looking. She worries that no one will want to eat them. More relatives arrive, and Marisa forgets her worries as everyone visits, plays games, eats treats, and celebrates being together. At midnight, the family welcomes in the New Year with sparklers and fireworks, and then goes inside for a feast. Marisa's dumplings are a big success. As the story ends, a happy Marisa decides that her *mandoo* tasted so good because "we ate them at Grandma's, all of us together."

For Display

wonton wraps

mochi (rice cakes with bean filling)

nonfiction picture books and photos of Hawaii

On the Map

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word bank

mandoo: Korean dumplings

For a list of unfamiliar words and their pronunciations and definitions, see the Glossary at the front of the book. Included are English, Hawaiian, Japanese, and Korean words used in the book.

word bank

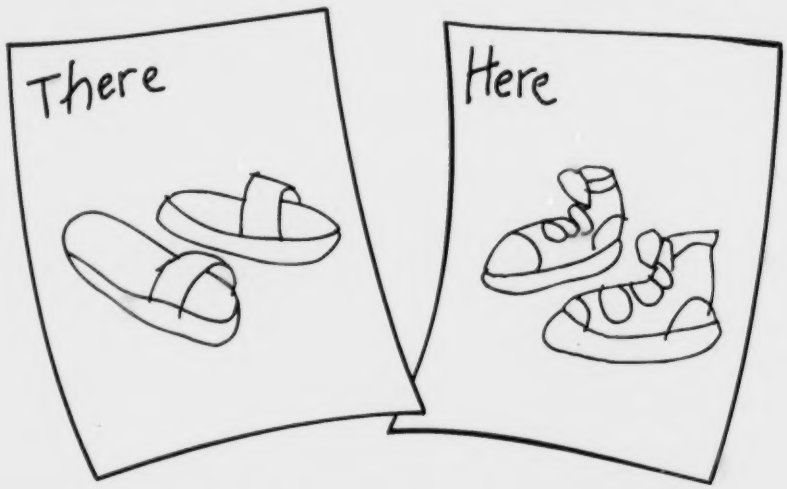
Follow-Up Questions

Questions to ask after reading the story:

- How many languages did Marisa's relatives speak? What were they?
- Why did Marisa's grandmother call her family "chop suey?" What would be fun about living in a "chop suey" family?
- Why do you think Marisa cared so much about her dumplings?
- Uncle Myung Ho said, "Mochi help keep the family stuck together!" What did he mean?
- What keeps your family stuck together?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Making *Mandoo*

- **Activity**
  Making Korean dishes, including dumplings
- **Materials**
  Beef, vegetable oil, onions, green onions, cabbage, bean sprouts, salt, pepper, wonton skins, egg, paintbrushes, knives, large bowl, small bowls, measuring cups and spoons, colander, frying pan or wok

1. Look through the book with students to find all the Korean and Japanese foods Marisa's family ate. List them on the board. Tell students that *mandoo*, or Korean dumplings, can be fried or boiled, and that *mandoo* are often served at winter celebrations.

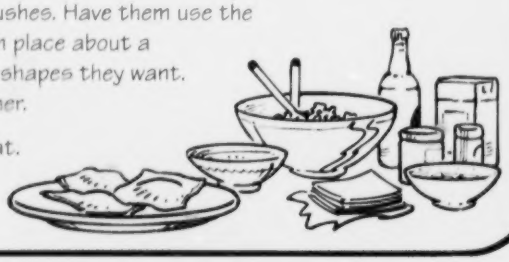
2. Help students prepare one of the dishes listed on the board. Recipes for *mandoo*, *kimchi*, *namul*, and other Korean foods can be found in cookbooks. An excellent resource is the children's cookbook *Cooking the Korean Way*, by Okwha Chung and Judy Monroe (Lerner Publications Company, 1988).

3. The recipe below is for fried *mandoo*. You can prepare the filling ahead of time, or let students help you prepare it. You can substitute pork and tofu for the beef, or combine them with the beef. Students will enjoy wrapping the *mandoo* in a variety of shapes, so make enough filling for each student to wrap several *mandoo*.

Mandoo

½ pound ground beef
1 cup and 2 tablespoons vegetable oil
1 small onion, peeled and chopped
1½ cups shredded cabbage
1 cup chopped bean sprouts
2 green onions, finely chopped
1½ teaspoons salt
dash black pepper
50 wonton skins
2 eggs

1. Cook the meat until brown in a large frying pan or wok. Drain the fat and set the meat aside. Wash and dry the frying pan or wok.
2. Heat 2 tablespoons vegetable oil over high heat for 1 minute. Sauté the small onion (not the green onions yet!) for 2–3 minutes.
3. Add the cabbage and continue to cook, stirring frequently.
4. Add the bean sprouts and green onions and cook 1–2 minutes more.
5. Drain the vegetable mixture through a colander. Combine the meat and vegetable mixtures in a large bowl.
6. Give students wonton wraps, beaten eggs in bowls, and paintbrushes. Have them use the paintbrushes to paint the edges of the wonton skins. Have them place about a tablespoon of filling mixture in the skins, and fold them into the shapes they want. The egg will act as "glue" when students press the edges together.
7. In the wok or frying pan, heat 1 cup vegetable oil over medium heat. Fry the wontons for about 3 minutes on each side, or until they are golden brown.



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Window 2
Class Cookbook

- **Activity**
  Making a class cookbook of favorite family recipes
- **Materials**
  Copies of A Letter Home sheet (page 60), white paper, construction paper, writing materials

1. Remind students of all the different foods that Marisa and her family ate at their New Year's celebration. Have students talk about special foods they eat at their family celebrations.
2. Ask students to have someone at home help them write a favorite family recipe. Send students home with copies of the letter about the Class Cookbook. Attach 8½" × 11" pieces of white paper for the recipes to be written on. That way, the recipes will be easy to reproduce.
3. When all recipes are in, make copies for each student. Have students illustrate construction paper covers and staple the recipes into cookbooks for students to take home.

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Window 3
Favorite Celebrations

- **Activity**
  Writing and drawing about favorite celebrations
- **Materials**
  Writing and drawing materials

1. Ask: *Why did Marisa enjoy the New Year's holiday so much?* (All her relatives were together; they had plenty of time to play, visit, and eat good food; they got to watch fireworks and use sparklers.)
2. Have students talk about the holidays they like best. Who do they celebrate with? Do they play any games? Do they eat special foods? What traditions, like fireworks or trick-or-treating, are part of the celebration?
3. Have each student draw or write about a special celebration. Hang the pictures and writings in a wall display entitled "Our Favorite Celebrations."

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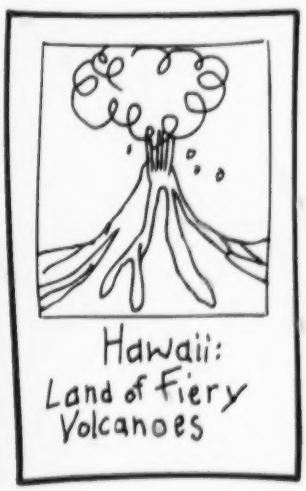
Window 4
Aloha, Hawaii

- **Activity**
  Making posters about our fiftieth state
- **Materials**
  Videos, nonfiction books, and magazines with articles about Hawaii; writing and drawing materials

1. Go through the book again, pointing out the pictures that show the unique geography of Hawaii. Ask students what they already know about Hawaii.
2. If possible, show students videos or films about Hawaii and its people. Bring in a variety of nonfiction picture books about Hawaii, as well as articles from geographic and travel magazines. Your local travel agency might also donate brochures showing pictures of Hawaii.
3. Have students work alone or in small groups to learn more about Hawaii. Then give students tagboard or large sheets of paper, and have them make posters about Hawaii. The posters could advertise Hawaii's attractions, or tell information about the state and its people. Display the posters around the classroom.



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Potato Pancakes All Around

A Hanukkah Tale

written and illustrated by Marilyn Hirsh
A Children's Choice selection for 1979

Time: Long ago
Place: Eastern Europe

Story Concepts

- celebrations
- cultural traditions
- family connections

Story Summary

Potato Pancakes All Around is a humorous tale about celebrations, cultural traditions, and the intricate relations within extended families. The tale begins as Samuel, a peddler, walks into a village on the first night of Hanukkah. He knocks on the door of a house, and is greeted by Mama. "A guest is always welcome," she smiles, and invites him in for the family Hanukkah celebration. When Grandma Yetta and Grandma Sophie start arguing about whose *latkes*, or potato pancakes, are better, Samuel seizes the opportunity. "Who needs recipes? I'll show you how to make potato pancakes from a crust of bread!" He takes a crust of bread and a big bowl out of his sack. Then, with plenty of advice and ingredients from everyone in the family, he makes a delicious batch of *latkes*. Even the grandmothers approve, and after a satisfying meal, everyone sings, dances, and plays games until bedtime. The next morning, Samuel leaves, undoubtedly on his way to teach another family how to make potato pancakes from a crust of bread.

For Display

menorahs

dreidels

nonfiction books about Hanukkah and other Jewish holidays

On the Map

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word bank

peddler: a person who travels about selling things

Hanukkah: an eight-day-long Jewish holiday celebrating the rededication, over 2,100 years ago, of a temple in Jerusalem; refer to the back of *Potato Pancakes All Around* for more information.

word bank

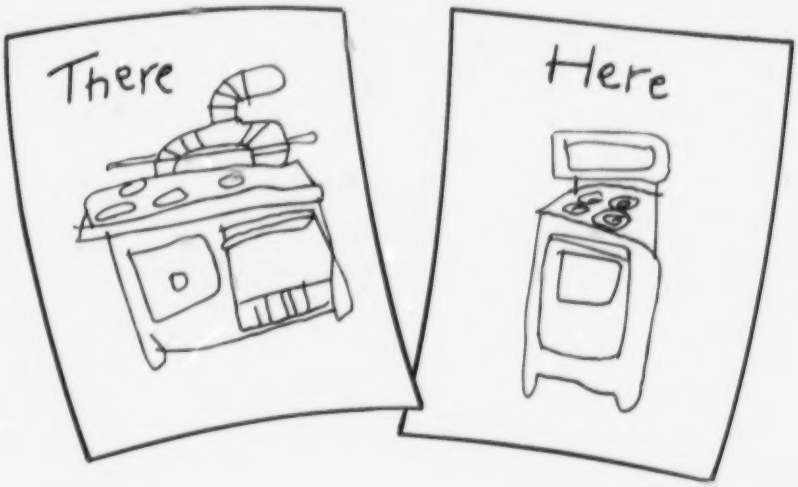
Follow-Up Questions

Questions to ask after reading the story:

- Is this story from long ago or today? How do you know?
- Do you think this story is true? Is it funny?
- Were the potato pancakes really made from a crust of bread? Who made them?
- How did the grandmothers feel about the peddler at first? Why did they change their minds?
- Do you know anyone who celebrates Hanukkah? How do they celebrate it?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.



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Window 1
Making *Latkes*

- **Activity**
  Making potato pancakes
- **Materials**
  Potatoes, onion, eggs, bread crumbs, salt, pepper, oil, applesauce or sour cream, vegetable peeler, grater, mixing bowl, measuring cups and spoons, spatula, frying pan or electric skillet, large plate, paper towels

1. Invite students to talk about special foods they eat during holiday celebrations. Talk about the cultures or countries in which these traditions originated.
2. Tell students that there are often reasons why certain foods are eaten on certain holidays. There are a few stories about why *latkes*, or potato pancakes, are a traditional Hanukkah food. One is that the oil in which *latkes* are fried is a symbol for the oil that burned for eight days in the Hanukkah story. Students will read about the Hanukkah story in Window 2.
3. Use the recipe on the last page of *Potato Pancakes All Around* to make *latkes*. Top them with applesauce or sour cream. After sampling the potato pancakes, have students compare them with other kinds of pancakes they have eaten.

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Window 2
The Hanukkah Story

- **Activity**
  Learning about the Jewish holiday of Hanukkah
- **Materials**
  Hanukkah by Miriam Chaikin (Holiday House, 1990) and other nonfiction books about Hanukkah; menorahs, dreidels, and other items used during Hanukkah

1. Remind students that *Potato Pancakes All Around* took place during Hanukkah. If you haven't done so already, read aloud the information about Hanukkah at the back of the book. On a world map, show students the location of Jerusalem.
2. Read aloud the book *Hanukkah* by Miriam Chaikin. This book tells, in easy-to-understand language, the history of the Jewish holiday. As a class, talk about the holiday and its traditions.
3. Students who celebrate Hanukkah may want to tell how they celebrate it. They could bring in items like menorahs and dreidels. You could also invite a class guest to come in and talk about Jewish holidays and traditions.

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Window 3
Spin the Dreidel

- **Activity**
  Making dreidels and playing the traditional dreidel game
- **Materials**
  Copies of Make a Dreidel sheet (page 61), heavy construction paper, sharpened pencils, scissors, tape, nuts or beans

1. Holding up *Potato Pancakes All Around*, call attention to the illustration near the end of the story that shows three of the children playing the dreidel game. Invite students to play the dreidel game, too.
2. Distribute copies of the Make a Dreidel sheet, and have students follow the instructions to make their own dreidels. (Have students cut out and save the directions that tell how to play the game.) Tell students that the Hebrew letters on the dreidels stand for the words *Nes Gadol Hayah Sham*, which means "a great miracle happened there."
3. In groups of four, have students play the dreidel game. Give all players the same number of nuts or beans. To start, each player puts one nut or bean in the center of the playing area. Then players take turns spinning the dreidel. Have students refer to the directions they cut out to play the game. If someone spins a *gimmel*, each player puts one nut or bean in the center.
4. Students continue playing until time is up or each player has had a certain number of turns. The player with the most nuts or beans wins.

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Window 4
Stone Soup, Nail Soup

- **Activity**
  Comparing and acting out similar folktales
- **Materials**
  Various versions of the books *Stone Soup* and *Nail Soup*, props and costumes for acting out one of the stories

1. Remind students that the peddler in the story made pancakes from just one crust of bread. Ask students if they know any other stories where a person makes delicious food from just one thing.

2. Read to students different versions of the folktales *Stone Soup* and *Nail Soup*. All of these tales, which originated in different cultures and countries, tell about a clever person who enlists help to make a meal from a stone or a nail. Versions include *Stone Soup* by John Warren Stewig (Holiday House, 1991), *Stone Soup* by Ann McGovern (Scholastic, Inc., 1986), *Stone Soup* by Marcia Brown (Charles Scribner's Sons, 1977), *Nail Soup* by Harve Zemach (Follett Publishing Company, 1964).

3. Have students compare the tales. Ask questions: *How is this book like* Potato Pancakes All Around? *How is it like the other books of the same name? How is it different?*

4. Have students choose one of the tales to dramatize. Help them make props and find costumes. Then have them act out the story as you read it aloud.

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The Relatives Came

by Cynthia Rylant
illustrated by Stephen Gammel
Caldecott Honor Book

Time: The recent past
Place: The Appalachian Mountains

Story Concepts

- family reunions
- living and working together
- geography of the Appalachians

Story Summary

This story, told from the point of view of an unnamed child, describes a wonderful summer when the relatives from the mountains of Virginia came to visit. The relatives piled into an old station wagon before dawn, and traveled all day and into the night. They went along winding mountain roads, and past old houses perched precariously on steep hillsides. When they arrived at the narrator's house, the hugging went on for hours. The family reunion lasted for weeks and weeks, as the relatives ate together, played together, worked together, and even slept together on the floor. The story paints a warm picture of rural life in the Appalachians, and when it is time for the relatives to return to Virginia, even the reader is sad.

For Display

banjo, fiddle, guitar, double bass

On the Map

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word bank

relatives: aunts, uncles, grandparents, cousins, nieces, nephews, and other people belonging to a family

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Think about the pictures and the words. Who do you think is telling the story?
- Did the land in Virginia look like the land where the relatives visited? How was it the same? How was it different?
- How was the land the same or different from the land where you live?
- What did the relatives do together? What do you and your relatives do together?
- Pretend that you are one of the people in the story. What did you like about the visit? Was there anything you didn't like?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.

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Window 1
Getting Closer to the Story

- **Activity**
  Adding details to a story
- **Materials**
  None

1. Turn to the first page of the story. Read the words aloud. Then add details from the picture to retell the story like this: "The relatives lived in Virginia. They lived in a small wooden house on a hill in the country. The moon was still in the sky when they began to pack. One relative had to fix the car. Two more relatives packed all the bags into the car. Other relatives were still upstairs."
2. Point out to students that the words on the page tell only half of the story. Explain that details in the picture tell more about the land, and about how the people lived and worked together.
3. Go through the book page by page, having students use the pictures to retell the story. Encourage students to focus on geographic details as well as details about what individual characters are doing in each picture. Students may wish to name the story characters as they retell the story. When students have finished, they will have a more complete picture of a family reunion in rural Appalachia.

Bobby didn't like it when Uncle Joe cut his hair.
Aunt Ida helped stevie fix his truck.
The grandparents worked in the garden.

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Window 2
Family Reunions

- **Activity**
  Sharing stories about family get-togethers
- **Materials**
  Writing and drawing materials

1. Have students talk about the good times everyone had when the relatives came. Ask students to talk about the fun times they have with their own relatives.
2. Have students discuss these questions: *Do you have any relatives nearby? Any who live far away? Have you ever visited relatives for more than a day or two? Have any visited you for more than a day or two? What did you do together? What was fun about it? What was not so much fun?*
3. Ask students to draw or write about a family reunion they have had or have been to. Students who have not been to family reunions can write about long visits with friends.

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Window 3
Mountain Music

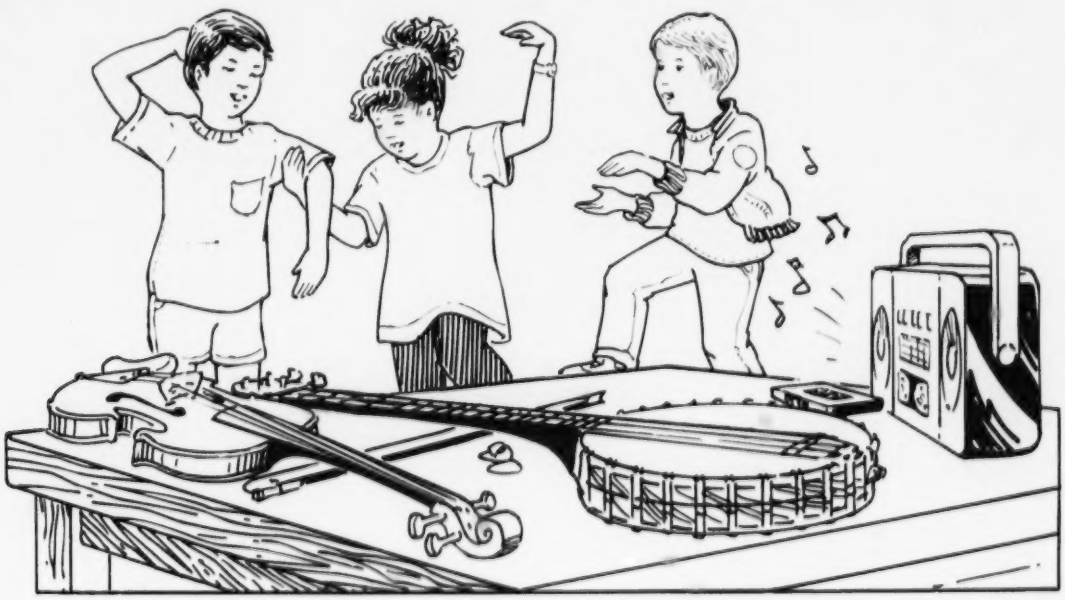
- **Activity**
  Listening and dancing to mountain music
- **Materials**
  Recordings of Appalachian Mountain music and other country music

1. Display the picture in the book that shows the people playing the banjo, fiddle, guitar, and double bass. If possible, bring in these instruments and let students hear how they sound. Other instruments to bring in include the dulcimer, mandolin, and mouth bow.

2. Tell students that these musical instruments are popular in the Appalachian Mountains. Explain that some people in the Appalachians make their own musical instruments, like dulcimers, mouth bows, and instruments made from spoons and saws. You may wish to point out that long ago Cherokee Indians taught settlers how to make and play mouth bows. Explain that today's mountain music is a mixture of old and new, as well as different styles of music.

3. Play recordings of mountain music. You can also play other kinds of country music featuring banjos and fiddles. Your public library should have examples.

4. Clear a space and invite students to take turns dancing to the music. Tell students that "flatfooters" and "cloggers" are dancers who do a kind of tap dancing to mountain music. Students might want to try these kinds of dances. Afterwards, have students talk about how the music made them feel.



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Window 4
Another Family Reunion

- **Activity**
  Comparing books with similar themes
- **Materials**
  I Go with My Family to Grandma's by Riki Levinson (E.P. Dutton, 1986)

1. Tell students that you are going to read another book about a family reunion. Tell them that as you read, you want them to think about how the book is similar to as well as different from the book *The Relatives Came*.

2. Read aloud *I Go with My Family to Grandma's*. Then write the following questions on the chalkboard and have students use them to compare the two books. You may wish to create a table similar to the one below as you discuss the books.

   When does the story take place?
   Where does the story take place?
   What kinds of transportation do the relatives take?
   How long does the reunion last?
   What do the children do together?
   What do the adults do?
   How do the relatives feel about each other?
   What things happen in both books?

3. After students have compared the two family reunions, give them time to apply the same questions to family reunions they have participated in.

	The Relatives Came	*I Go with My Family to Grandma's*
When	Not long ago	Early 1900s
Where	Appalachians	New York
Transportation	Car	Bicycle, trolley, wagon train, ferry
How long	Weeks	One day
What Children do	Play, eat, sleep, hug	Play, eat, hug, fight
What Adults do	Hug, eat, sleep, work, play music, talk	Hug, talk, eat, read, play cards, control children
Feelings	Relatives love time together	Relatives love time together

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Too Many Tamales

by Gary Soto
illustrated by Ed Martinez

Time: The present
Place: The United States

Story Concepts

- family connections
- multicultural celebrations
- Christmas
- foods of a culture

Story Summary

Maria feels very grown-up as she helps her mother make tamales for the family Christmas party. She feels so grown-up, in fact, that when her mother leaves the room, she tries on the diamond ring that her mother has left on the counter. The ring sparkles as she kneads the *masa*, or corn flour, for the tamales. Later, her relatives arrive for the party. Maria and her cousins play happily until Maria suddenly realizes that the diamond ring is no longer on her finger. Deciding that the ring must have come off while she was kneading *masa*, Maria orders her cousins to help her eat all the tamales until someone bites on the ring. The cousins eat twenty-four tamales, but do not find the ring—and her cousin Danny thinks he swallowed it. Just as a distressed Maria is about to confess to her mother, she sees the diamond ring, speckled with dried *masa*, on her mother's finger. As the story ends, all the relatives are in the kitchen, making another batch of tamales, and laughing as the cousins groan at the idea of having to eat them.

For Display

masa harina
corn husks
tamales

On the Map

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word bank

corn husk: the outside cover of an ear of corn; corn husks are used to wrap tamales

masa: corn flour

tamales: a Mexican food, made from spicy meat and cornmeal, wrapped in corn husks and steamed

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Maria felt grown-up when she was helping her mother make tamales. What makes you feel grown-up?
- What traditions from Mexico were a part of the celebration?
- What traditions from the United States were a part of the celebration?
- Do you think that eating the tamales was the best way to look for the ring? Why or why not?
- Can you think of any other way the cousins could have solved the problem?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.

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Window 1
Just Enough Tamales!

- **Activity**
  Making tamales
- **Materials**
  Butter or margarine, masa harina, salt, warm water or chicken broth, corn husks, chile or enchilada sauce, vegetable oil, onion, cooked chicken, chile, mixing bowls, measuring cups and spoons, frying pan, steamer basket, cooking pot, paper towels

1. Tell students that tamales are a traditional Christmas food in Mexico. Often, they are made by a roomful of relatives, all working together. The recipe below is for chicken tamales. You might want to make the filling in advance so that students can concentrate on making the dough and wrapping the tamales.
2. Have students follow the recipe to make tamales. If you cannot find corn husks at your local supermarket, you can use foil to wrap the tamales. In that case, you should steam the tamales for only about 45 minutes.

Tamales (makes 40–50 tamales)

Masa dough:

1½ cups butter or margarine, at room temperature
4 cups masa harina (corn flour)
2 teaspoons salt
2½ cups warm water or chicken broth

1 package dried corn husks, about 8 oz.
(Buy the largest and widest corn husks available.)

Filling:

½ cup chile sauce or canned enchilada sauce
1½ tablespoons vegetable oil
1 medium onion, chopped
2 cups cooked, finely shredded chicken
1 small chile, minced

1. In advance, soak the corn husks in warm water overnight to make them pliable.
2. Whip butter or margarine until fluffy.
3. Blend in the masa harina, salt, and warm water or broth. Mix until dough holds together well.
4. Prepare the filling (if you didn't prepare it in advance). Heat oil in a frying pan over medium heat. Add onion and cook for about 5 minutes, stirring frequently. Add in the rest of the filling ingredients. Reduce heat and simmer, stirring occasionally, for about 10 minutes.
5. For each tamale, lay a large corn husk flat with the tip away from you. Or if the husks are small, you can use two corn husks for each tamale, using the masa dough as "paste."
6. Spread 2 tablespoons of masa in the middle of each husk. Then spoon 2 tablespoons of filling in the center of the masa.
7. Fold each side of the husk to the middle and fold the tip down.
8. Place the tamales, seam down, in a steamer basket. Steam them over boiling water 3 inches deep for about 1 hour.
9. To eat, peel off the corn husks, and enjoy!

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Window 2

Fabulous Foods from Around the World

- **Activity**
  Making pages for a picture dictionary of foods from different countries
- **Materials**
  Writing and drawing materials, cookbooks about foods from around the world, such as *The Kids' Around the World Cookbook* by Deri Robins

1. As a class, brainstorm a list of foods made in different cultures or countries. Give students time to talk about ingredients and how the foods they name are made. (In this resource book, children learn about *tamales*, *latkes*, *mandoo*, *sushi*, *kulich*, and *pashka*.)
2. Divide the class into groups of four, and have several cookbooks available. Have the groups use what they already know as well as what they discover in books to make several pages for a picture dictionary of food dishes from around the world. Each page should contain a picture of a dish, its name, and the country or culture from which it comes.
3. Have students stay in their groups to do the Window 3 activity.

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Window 3
Where in the World?

- **Activity**
  Mapping places where foods come from
- **Materials**
  World map, pushpins

1. Working in their groups from Window 2, have students identify the countries where foods came from on their picture-dictionary pages. Have students list the countries on a separate sheet of paper.
2. Help groups use pushpins to show on a world map the countries on their lists. After all groups have had a chance to add their countries, help students make some generalizations about the information they have recorded.
3. Then have the class work together to alphabetize the picture-dictionary pages (by country or food name) and bind them into a class picture dictionary of foods. From time to time, students might want to choose a dish from the dictionary and find out how to prepare it.

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Window 4
Dumplings and Tamales

- **Activity**
  Comparing themes in stories
- **Materials**
  Too Many Tamales and *Dumpling Soup*

1. If you have not already read *Dumpling Soup* to students (it's a recommended book in *Celebrations*), read it aloud for this activity.
2. Ask students how *Too Many Tamales* and *Dumpling Soup* are alike. To help guide their thinking, write the headings for a chart on the chalkboard. Have students suggest how to fill in the chart. A completed chart might look like the one below.
3. You can extend the activity by having students apply the categories in the chart to other books in *Celebrations*, other books you have read as a class, and even to celebrations in their own lives. The results will show how people and celebrations around the world are alike in many ways.

	Dumpling Soup	Too Many Tamales
Food	Mandoo, mochi, yak pap. Kimchi, namul	Tamales
Holiday	New Year's	Christmas
Family Background	Korean, Chinese, Hawaiian, Japanese, haole	Mexican - American
Holiday Traditions	Mandoo, fireworks, stay up all night, sparklers	Tamales, presents, Christmas tree, dressing up
Children's Fun	Play shoe store, hug Grandma, play	Cut out pictures of toys, play

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Mirandy and Brother Wind

by Patricia C. McKissack
illustrated by Jerry Pinkney
A Caldecott Honor Book

Time: The early 1900s
Place: The Southern United States

Story Concepts

- African-American cultural tradition
- dance
- friendship
- the rural South
- personification of nature

Story Summary

Mirandy wants Brother Wind to be her partner at the junior cakewalk dance competition. She knows that if she can dance with the wind, she'll win first prize. Mirandy asks friends and neighbors for advice as she sets out to catch the wind. Mr. Jessup tells her to put pepper in Brother Wind's footsteps. Mis Poinsettia gives her a conjure spell. Ezel, a good-natured boy who wants to be Mirandy's partner at the cakewalk, teases her when she can't catch the wind. Finally, Mirandy traps Brother Wind in a barn. At the cakewalk, she discovers that Ezel doesn't have a partner, and that the other girls are laughing about his clumsiness. Standing up for her friend, Mirandy declares that she and Ezel will dance together and win the competition. She goes to the barn and whispers her wish to Brother Wind. Mirandy and Ezel dance brilliantly, and win the junior cakewalk —and only Grandmama Beasley notices that Mirandy and Ezel are dancing with the wind.

For Display

clothing from the turn of the century

old pepper mill

old bottles from the turn of the century

fiddle

On the Map

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word bank

jubilee: a celebration or time of rejoicing

shackles: metal rings or bands, joined by a chain, put around wrists or ankles to prevent escape

word bank

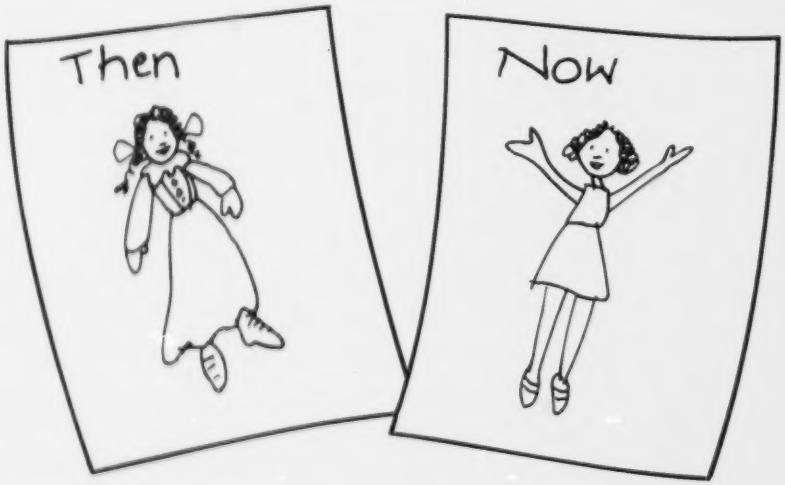
Follow-Up Questions

Questions to ask after reading the story:

- How can you tell that this story takes place a long time ago?
- What words would you use to describe Brother Wind?
- Do you think the ideas for catching the wind were good ones? What other ideas can you think of?
- How did Mirandy prove that she was a good friend to Ezel?
- Do you think Mirandy and Ezel were really dancing with the wind? If not, why do you think they danced so well?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.



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Window 1
Class Cakewalk

- **Activity**
  Making up and performing cakewalk dances
- **Materials**
  Fiddle or banjo music, cassette or CD player, chalk

1. Read aloud the information about cakewalks in the Author's Note at the front of the book. With students, look again at the pages showing Mirandy and Ezel dancing.
2. Tell students that they are going to make up cakewalk dances. Divide the class into pairs of students. Give each pair of students a piece of chalk. Take the class out on the playground, and have each pair draw a large square in which they will dance.
3. Play fiddle and banjo music, and have students dance in their squares. Students may wish to work out steps and practice them. Encourage pairs to perform their dances for the rest of the class.

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Window 2
Family Pictures

- **Activity**
  Bringing in and talking about old family photographs
- **Materials**
  Old family photographs

1. Remind students that the author of the book had a photograph from 1906 of her grandparents at a cakewalk. Point out that the photo, and the fact that the author's Papa said that her grandmother had captured the wind, gave the author the idea for the book.
2. If possible, bring in some of your own old family photos. Show them to students, talk about when they were taken, and tell them any family stories connected with the photos. Talk about the clothing, background, and other things that give clues about when the photos were taken.
3. Ask students to bring in old family photographs of their own. (You may wish to send home notes telling families about the activity and suggesting ways that students can take care of the photos.) Have volunteers show their photos, and tell the stories behind them.

This is my great-grandmother and her sisters in 1910. They are at Yosemite National Park. My great-grandfather was in a car race to Yosemite. He won the race.

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Window 3
Clothes from the Past and Present

- **Activity**
  Exploring what clothing tells about people and the period in which they lived
- **Materials**
  Clothing and/or pictures showing clothing from different eras

1. Ask students the following questions: *How do clothes protect us from the weather? What kinds of clothes do people wear to parties? to play sports? to go to school? What can clothes tell about the person who wears them?*

2. Remind students that *Mirandy and Brother Wind* shows people dressed in the clothes that were worn in the early 1900s. If possible, bring in clothing from different eras; for example, from the early 1900s, the 1920s, the 1950s, the 1970s, and so on. Bring in books with pictures of fashions from different eras, or old magazines, such as *Life*. Talk about what the clothing tells about the people and times in which it was worn. Have students talk about what kinds of clothing might be worn in the future.

3. Set aside a day for students to come to school dressed in clothes from different times and places. Students could wear clothing from the past, create futuristic outfits, or wear outfits from a specific country, such as kimonos. Ask students to talk about when, where, and why their outfits would be worn.

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Window 4
Brother Wind, Sister Sun

- **Activity**
  Personifying nature
- **Materials**
  Writing and drawing materials

1. Tell students that personification is giving human traits and qualities to inanimate objects. Have students discuss the "personality" of Brother Wind (fast, tricky, a bit of a tease).
2. Have students give other examples of personification. Then have them focus on things in nature, such as mountains, rivers, lakes, deserts, various kinds of weather, plants and animals, and so on. Have students describe the "personalities" of those things. You might point out that hurricanes are given human names.
3. Tell students to choose something in nature to personify. Ask: If that "person" were to grant you a wish, what would it be? Then give students writing and drawing materials, and have them write stories or draw pictures that answer the question.

I was tired of winter. Sister sun gave me a ride and melted the snow.
River gave me a smooth ride through a beautiful forest.
The Day I Took Desert on a Visit to the Sea
The End

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Rechenka's Eggs

written and illustrated by Patricia Polacco
International Reading Association Award

Time: Long ago
Place: Russia

Story Concepts

- rural life in Russia
- Easter traditions
- nature and the seasons
- art traditions of a culture

Story Summary

Babushka lives in a little house in the Russian countryside. During the long, cold winters, she paints beautiful designs on eggs. When spring comes, she takes the eggs to the Easter Festival in Moskva, where they always win first prize. One snowy winter day, Babushka finds a wounded goose. She names it Rechenka, and nurses it back to health. To thank her, Rechenka lays an egg for her breakfast every morning. One day, Rechenka accidentally knocks over the basket of Babushka's beautifully painted eggs. The eggs shatter. The next morning, when Babushka looks for her breakfast egg, she discovers a miracle: a brilliantly colored egg. Every morning for twelve mornings, Rechenka lays another decorated egg. Spring comes, and it is time for Babushka to take Rechenka's eggs to the Easter Festival. It is also time for Rechenka to fly north with the other geese. In Moskva, Babushka wins first prize for Rechenka's eggs. She returns home to find Rechenka gone. But Rechenka has left a present: a tiny goose, who emerges from a colorful egg and stays with Babushka always.

For Display

painted eggs

feather-bed quilt

pictures of Moscow and rural Russia

On the Map

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word bank

Babushka: from the Russian word for "grandmother"; also, a woman's scarf, folded into a triangle and tied under the chin

Moskva: the Russian word for "Moscow," a large city in Russia

onion domes: the onion-shaped tops of buildings

word bank

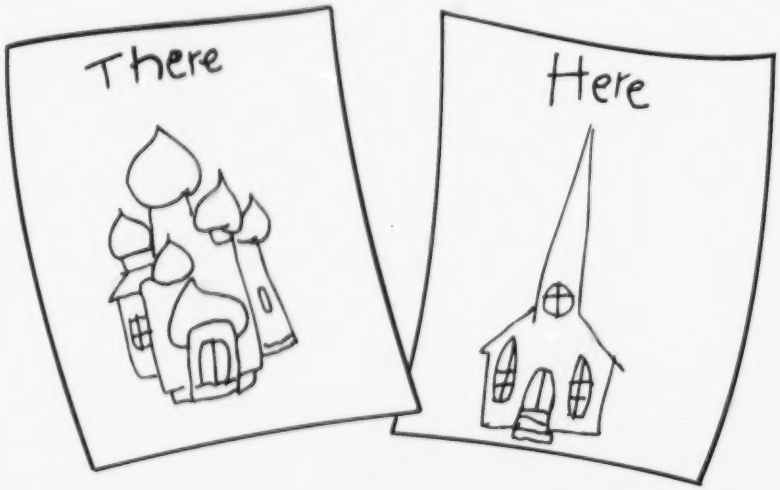
Follow-Up Questions

Questions to ask after reading the story:

- Are winters in Russia like the winters where you live? How are they alike or different?
- What things happened that Babushka called "miracles"? Do you agree that each thing was a miracle?
- What things in nature would you call "miracles"?
- Why did Babushka think Rechenka should leave her? Why do you think Babushka let the chick stay with her always?
- What do you think Babushka's eggs were like at the next Easter Festival?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Painted Eggs

- **Activity**
  Making painted eggs
- **Materials**
  Eggs, egg cartons, needle, bowl, bowl of cold water, pencils, felt-tip pens or paints

1. Bring in blown eggshells for this activity, or let students blow eggshells (they'll enjoy doing this, but you should do the needlework). To blow eggshells, use eggs at room temperature. Cup the eggs in one hand and use the other to pierce small holes at both ends with a needle. Make the hole at the large end of the egg slightly bigger. Rotate the needle to help pierce the egg. Hold the egg over a bowl and blow into the smaller hole; the yolk will come out the other end.
2. To clean the insides and shells of the eggs, rinse under running water, making sure water gets inside. Then shake excess and let the shells dry. Store them in egg cartons.
3. With students, review the pictures in the book that show painted eggs. Tell students that the designs on the eggs are symbols of Easter, spring, and rebirth in nature. Fish, suns, triangles, waves, and ribbons are all symbols used on painted Easter eggs.
4. Have students make their own painted eggs. They can use pencils or black felt-tip pens to divide the eggs into sections and to outline designs. They can fill in the designs with paints or colored felt-tip pens.

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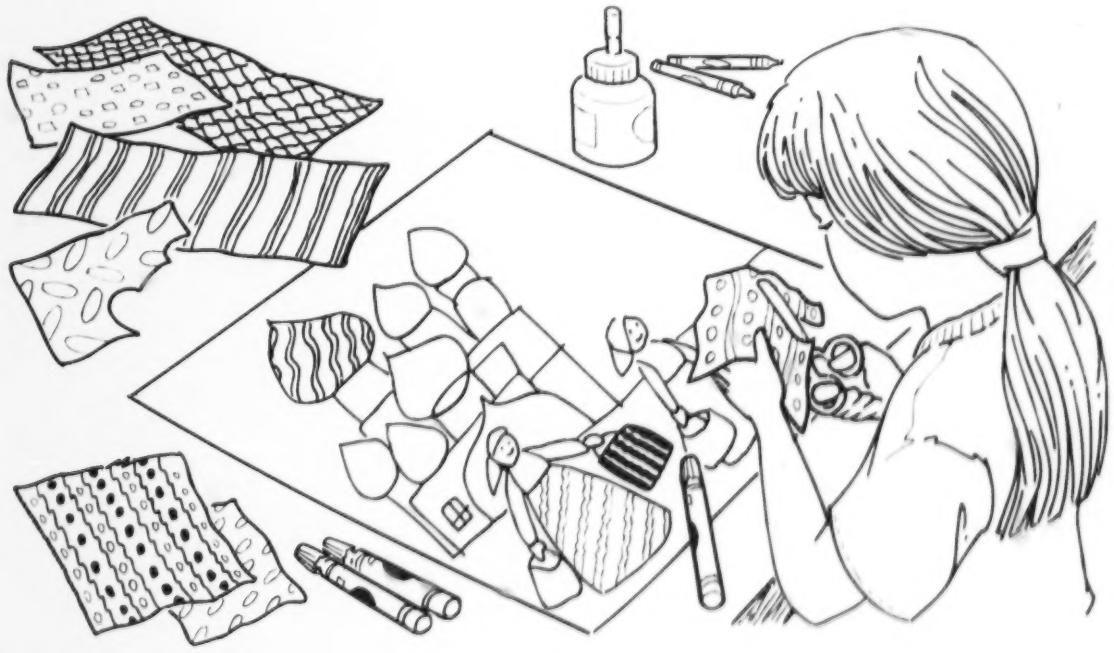
Window 2
Long-Ago Russia

- **Activity**
  Making fabric scenes of life in old Russia
- **Materials**
  A variety of fabric scraps with colorful prints like those shown in *Rechenka's Eggs*, heavy construction paper or tagboard, pencils and felt-tip pens, scissors, glue

1. Review the illustrations in the book with students, pointing out the colors and prints from long-ago Russia. Note in particular the colorful clothing of Babushka and the people in Moskva, the brightly decorated eggs, the printed quilts, tablecloths, chairs, and rugs, and even the domes of Moskva.
2. Bring in a variety of brightly printed fabric scraps; ask volunteers to bring in colorful scraps, too. Tell students that they will use the fabric scraps to decorate their favorite scenes from the story.
3. Have students choose scenes from the story to illustrate. Using the construction paper or tagboard, have students outline the scenes in pencil. Then have them fill in their pictures with pieces of fabric and colored pens. The result will be textured artworks that have the flavor of traditional Russia.



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Window 3
Cooking *Kulich*

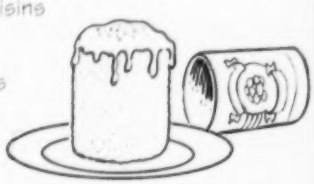
- **Activity**
  Making a traditional Russian Easter food
- **Materials**
  See the recipe below for the *kulich* ingredients, two coffee cans, mixing bowls, measuring cups and spoons, wooden spoon, saucepan, plastic wrap, wax paper, oven, cooling rack

1. Tell students that *kulich* is a traditional Easter bread of old Russia. Explain that it is tall and shaped like a coffee can, which can be used as the baking pan. When served, the decorated top of the bread, or "lid," is cut off and replaced each time.
2. Have students follow the recipe below to make *kulich*. You might wish to start the *kulich* in the morning—it takes a total of 3 1/2 hours to make—in order to have time to let it rise a few times and bake it.

Kulich (two loaves)

about 3 cups flour
¼ cup sugar
1 teaspoon salt
1 teaspoon grated lemon peel
1 package dry yeast
½ cup milk
¼ cup water
2 tablespoons butter (room temperature)
1 egg (room temperature)
¼ cup blanched almonds
¼ cup raisins

Frosting: 1 cup powdered sugar, 1 tablespoon milk, ½ teaspoon vanilla, colored sprinkles



1. Grease two 1-pound coffee cans.
2. In a mixing bowl, combine ¾ cup flour, sugar, salt, lemon peel, and yeast.
3. In a saucepan over low heat, combine milk and water. Add the butter; heat until butter is soft.
4. Pour the liquid into the dry ingredients in the mixing bowl. Beat 100 strokes with a large wooden spoon.
5. Add the egg and 1¼ cups flour to make a thick batter (use more flour if needed). Beat 150 strong strokes.
6. Lightly flour a work surface. Knead the bread (with a push – turn – fold action) for about 10 minutes. Add flour if the dough gets too sticky. Dough should feel smooth and elastic.
7. Place dough in a greased bowl. Turn the dough to coat it. Cover the bowl with plastic wrap and put it in a warm place until the dough has doubled in size.
8. Punch the dough flat on the work surface. Sprinkle with almonds and raisins, and work them into the dough. Divide the dough into two pieces.
9. Shape each piece into a ball and press into the greased coffee cans. Fill each can halfway.
10. Cover the cans with wax paper, and let the dough rise about 45 minutes. The dough should rise almost to the top of the cans, but not above.
11. Bake the kulich at 350° for 35 minutes.
12. Let the bread cool in the coffee cans for 10 minutes, then turn out onto a metal cooling rack.
13. When the loaves are cool, make the frosting by mixing the powdered sugar, milk, and vanilla. Put the frosting on top of the loaves and let it drip down the sides. Decorate with colored sprinkles.

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Window 4
Signs of Spring

- **Activity**
  Comparing spring in Russia with spring where students live; expressing feelings about spring
- **Materials**
  Chart paper, writing and drawing materials

1. Ask students to recall what spring was like in the book. Review the book, having students tell the signs of spring mentioned or pictured (geese fly north, the Easter Festival, caribou mothers and newborn calves, green fields instead of snowy fields). Record the signs on chart paper.
2. Have students talk about what spring is like where you live. *When does winter stop and spring begin? What is the weather like? What signs let you know spring has come?* Write student responses on chart paper. Have students compare spring in Russia with spring where you live.
3. Help students find ways to express their feelings about spring. They can work alone or in groups to make up and perform songs or skits, write poems or stories, or draw pictures.

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Tree of Cranes

written and illustrated by Allen Say

Time: The recent past
Place: Japan

Story Concepts

- multicultural celebrations
- life in Japan
- Japanese art traditions (origami)
- parent and child connection
- missing one's native country

Story Summary

As a young boy, the narrator of this story often played at a neighbor's pond against his mother's wishes. One day, after a visit to the pond, the boy came home with a chill. Inside, he found his mother making origami cranes to wish upon. Realizing that her son was ill, the boy's mother had him take a bath, and sent him to bed. Then she went outside and dug up a small pine. She put it in a pot, brought it into the boy's room, and began to tie the origami cranes to it. As her son listened, she told him about her native state, California, and about the special day being celebrated there. Then she put candles on the tree and let her son light them. When the boy asked his mother about her wish, she told him she wanted only peace and quiet—and a promise from her son that he would never go to the pond again. The boy promised. The next morning, he awakened to discover a samurai kite under his tree. He never forgot that present, or his mother's story, or that day of peace and quiet—his first Christmas.

For Display

origami creations, origami paper, and origami how-to books

kimonos

chopsticks

nonfiction children's books about Japan

On the Map

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word bank

carp: a type of fish found in lakes, ponds, and slow-moving streams; carp can grow quite large

crane: a large, wading bird with a long neck, long bill, and long legs

gruel: thin, boiled cereal

origami: the Japanese art of paper folding

samurai: a Japanese warrior or soldier from long-ago times

word bank

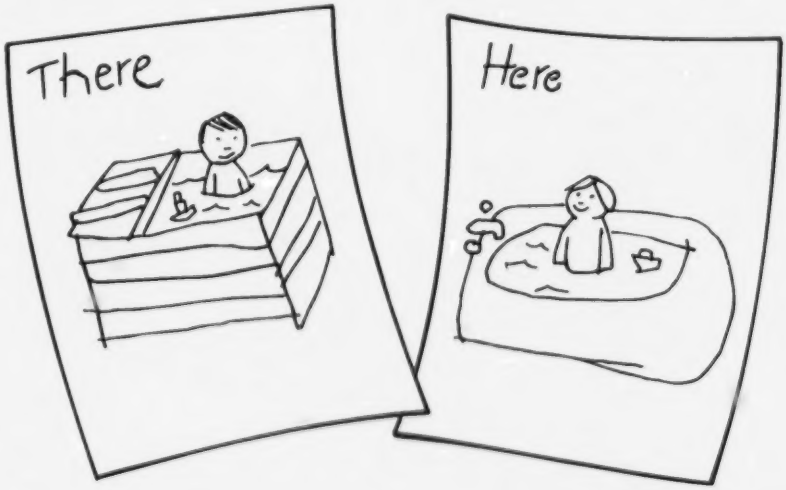
Follow-Up Questions

Questions to ask after reading the story:

- How is your home like the boy's home in Japan? How is it different?
- How did the boy and his mother show that they cared about each other?
- How do you think the boy's mother felt when she was talking about California?
- How did the boy's mother make both Japan and California part of the family celebration?
- Do you have any family celebrations that combine traditions from different places?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.



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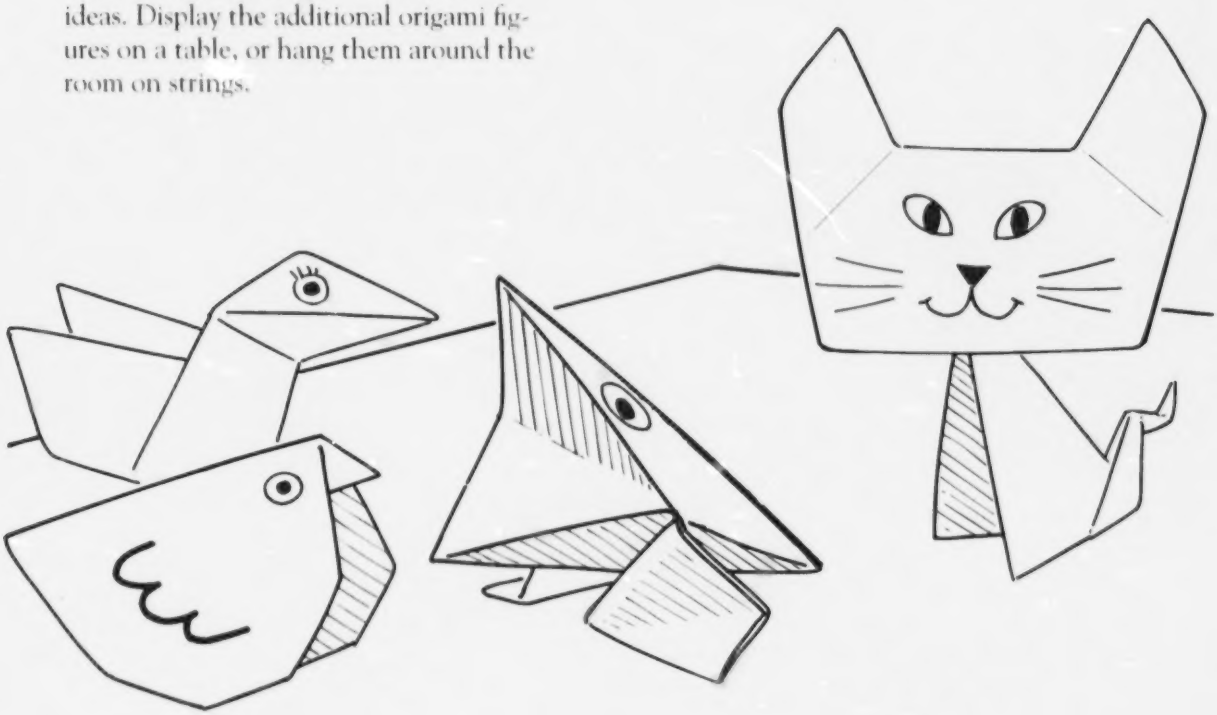
Window 1
Origami Fun

- **Activity**
  Making origami figures
- **Materials**
  Copies of the Origami Frog sheet (page 62), origami paper or 6″ × 6″ squares of paper

1. Explain to students that origami is a complex art form, and that many origami figures, including the crane, are difficult to make. One origami figure that they can make more easily is a frog.
2. Give students pieces of origami paper, or simply cut out 6″ × 6″ squares of paper. Distribute copies of the Origami Frog sheet. Then read aloud the instructions and model the steps as students follow along to make frogs. When students are finished, they can add eyes and other features to their frogs.
3. Some students may wish to make more origami figures. They can use how-to books from the library or bookstore for ideas. Display the additional origami figures on a table, or hang them around the room on strings.



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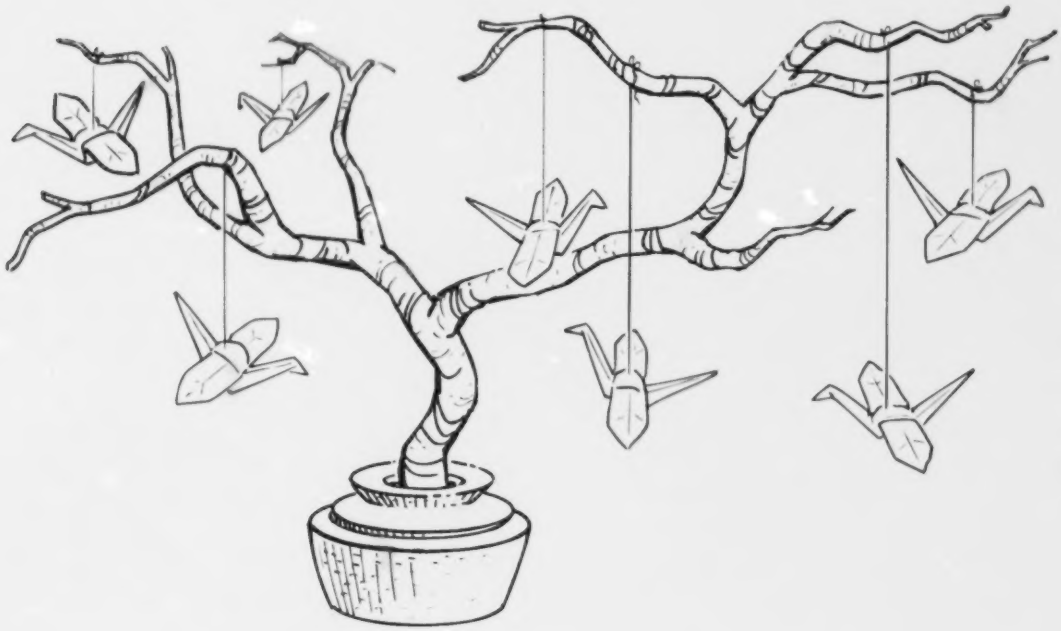
Window 2
Paper Cranes and Wishes

- **Activity**
  Exploring wishes parents have for children; making a wishing tree
- **Materials**
  Copies of the Wishing Cranes sheet (page 63), pencils, scissors, hole punch, thread, tree branch, pot, soil

1. In advance, find a large tree branch with several smaller branches on it. Put soil in a large pot, and "plant" the tree branch in the soil.
2. Remind students that the boy's mother was making the origami cranes to wish upon. Ask students what the boy's mother was wishing for (peace and quiet, and for the boy to not go back to the pond).
3. As a class, discuss the kinds of wishes students think their parents have for them. Encourage students to name both general and specific wishes, as well as wishes for the present and future. Have students talk about how they might make those wishes come true.
4. Distribute copies of the Wishing Cranes sheet. On each crane, have students write a wish their parents might have for them. Then have students cut out the cranes and punch a hole at the top of each one. Have students put thread through the holes and tie the paper cranes to the tree.



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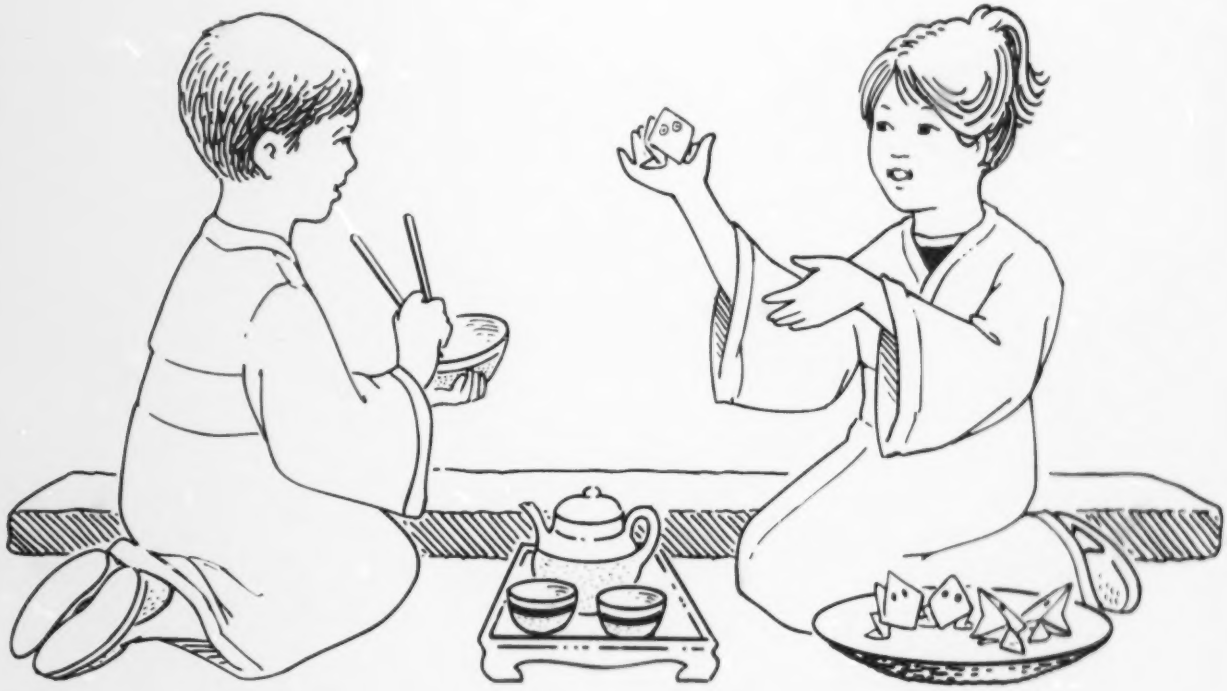
Window 3
Life in Japan, Life in California

- **Activity**
  Using role play to compare home life in Japan and the United States
- **Materials**
  Props for a Japanese home (for example, origami from Window 1; kimonos; large pad on the floor; kneeling mats; chopsticks and bowl; tray; teapot and cups)

1. Review with students the illustrations in *Tree of Cranes*. Have students note the differences between the boy's home and most homes where you live (some Japanese features include the look of the outside of the house, the simplicity and spareness of its furnishings, the bathtub, kimonos, origami, futons on the floor, window style, and chopsticks).
2. Set up your dramatic play area as the boy's room. Place a pad on the floor, with a kneeling mat nearby. Set out any other props you have available.
3. Let pairs of students role play the boy and his mother. They can have a conversation in which the mother tells the boy about life in California; students can expand on what the mother said in the story. They can role play events from the story, or events they imagine might happen.



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Window 4
Growing Up in Many Countries

- **Activity**
  Finding out about growing up in different cultures
- **Materials**
  Classroom guests who grew up in different countries

1. Before you begin this activity, contact people you know who were born and lived for at least a few years in different countries. Some students and/or their parents may have been born in another country. Arrange for these people to talk to your class.

2. Before the visitors come, have students brainstorm a list of questions to ask their guests. Write the questions on the board. Some sample questions: *What do you miss most about the country where you were born? How old were you when you came here? How was your home there different from your home here? Why did you or your family decide to move here? What things did you do for fun in the country where you were born? What was school like there? How is it different here?*

3. Have students ask the visitors the questions they brainstormed. Afterward, have students write thank-you notes or draw pictures to send to the visitors. Their notes or pictures could tell about the most interesting things they learned about the visitors' native countries.

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All Kinds of Clouds

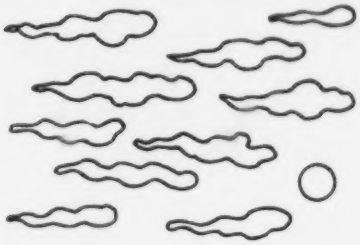
For use with *I'm in Charge of Celebrations*, Window 3.

Three Main Kinds of Clouds

Cumulus Clouds

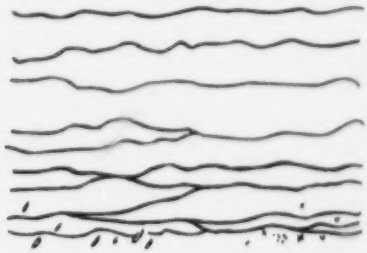
Puffy, low, fair-weather clouds

Cirrus Clouds



High, fair-weather clouds

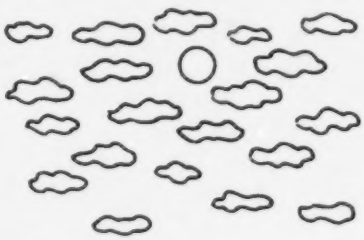
Stratus Clouds



Low, gray clouds; may bring rain or snow

Other Kinds of Clouds

Cirrocumulus Clouds

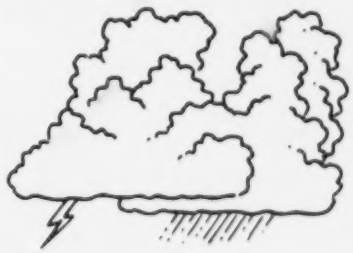


Weather is changing.

Altocumulus Clouds

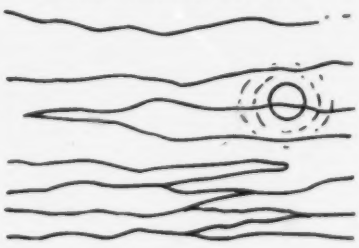
Partly cloudy; rain or snow might come.

Cumulonimbus Clouds



Thunderstorms are coming.

Cirrostratus Clouds

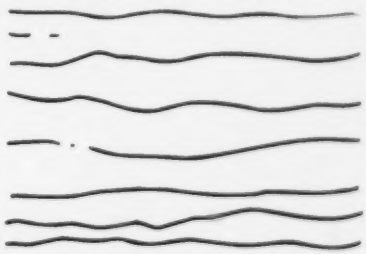


Rain or snow is probably coming.

Nimbostratus Clouds

Heavy and dark; rain or snow is coming.

Altostratus Clouds



Rain or snow might come.

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Animal Tracks

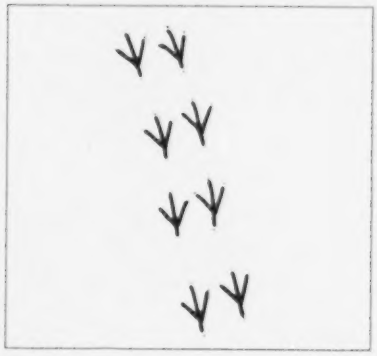
For use with *I'm in Charge of Celebrations*, Window 4.

1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

9. _____

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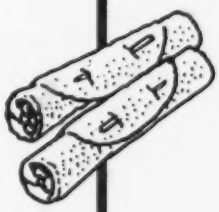
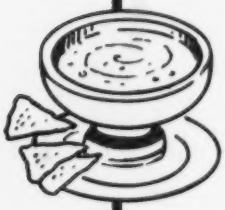
A Letter Home

For use with *Dumpling Soup*, Window 2.

Our Class Cookbook



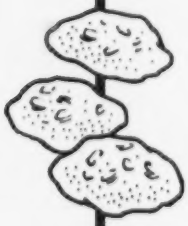


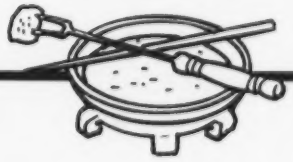
In our class, we are reading the book *Dumpling Soup*. In this book, a girl who lives in Hawaii makes *mandoo*, or Korean dumplings. Her family, whose members come from many cultural backgrounds, enjoys Japanese and Korean dishes during family celebrations.

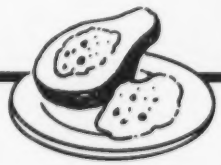
Our class is making a cookbook of favorite recipes. We hope to include a variety of recipes from different cultures. We would like to have recipes for main dishes, desserts, appetizers, and so on. Perhaps you have a recipe that goes with a particular holiday celebration.

Please use the attached piece of paper to write one or more of your family's favorite recipes. Your child could write the recipe, or illustrate it for you. We will make copies of all the recipes we receive. The children will then include the recipes in cookbooks that they can take home.

Thank you for your help. We know you will enjoy the class cookbook!







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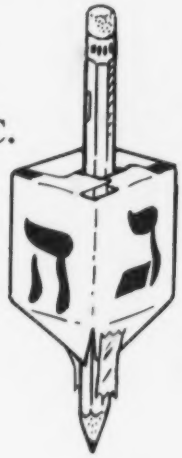
Make a Dreidel

For use with *Potato Pancakes All Around*, Window 3.

A.

B.

C.



1. Cut out the pattern. Glue it onto heavy construction paper.
2. Cut out the pattern again.
3. Fold on the lines as shown in B.
4. Glue the tab to the inside of the last dreidel shape.
5. Fold in the tabs at the top and the points at the bottom.
6. Place a sharp pencil, point down, through the dreidel. Tape the tips of the bottom points to the pencil as shown in C.

Directions for Playing the Dreidel Game

Dreidel lands on:		Do this:
nun	נ	take nothing from pot
gimmel	ג	take everything from pot
hay	ה	take half the pot
shin	ש	put one nut or bean in pot

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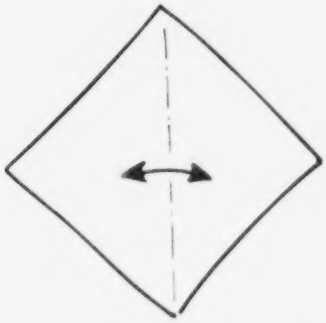
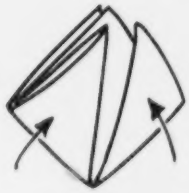
Origami Frog

For use with *Tree of Cranes*, Window 1.



Step 1. Fold the paper in half diagonally. Open the paper.

Step 2. Fold the paper in half diagonally the other way. Hold the paper with the open side up.

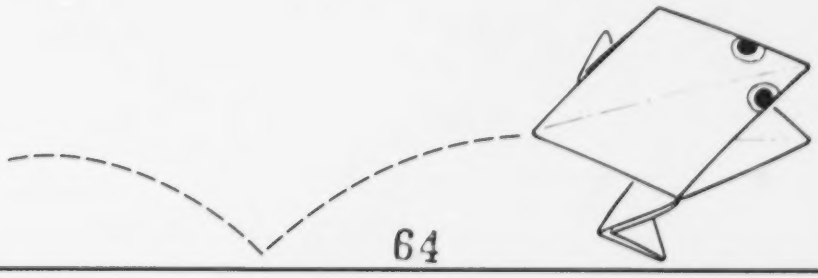


Step 3. Fold the bottom corners up to the point at the top.

Step 4. Fold the two corners over in half to touch the bottom.

Step 5. Fold the two corners to the sides to make two small triangles.

Step 6. Open the mouth—that's the point at the top! Turn the origami over. Stand your frog on its legs.



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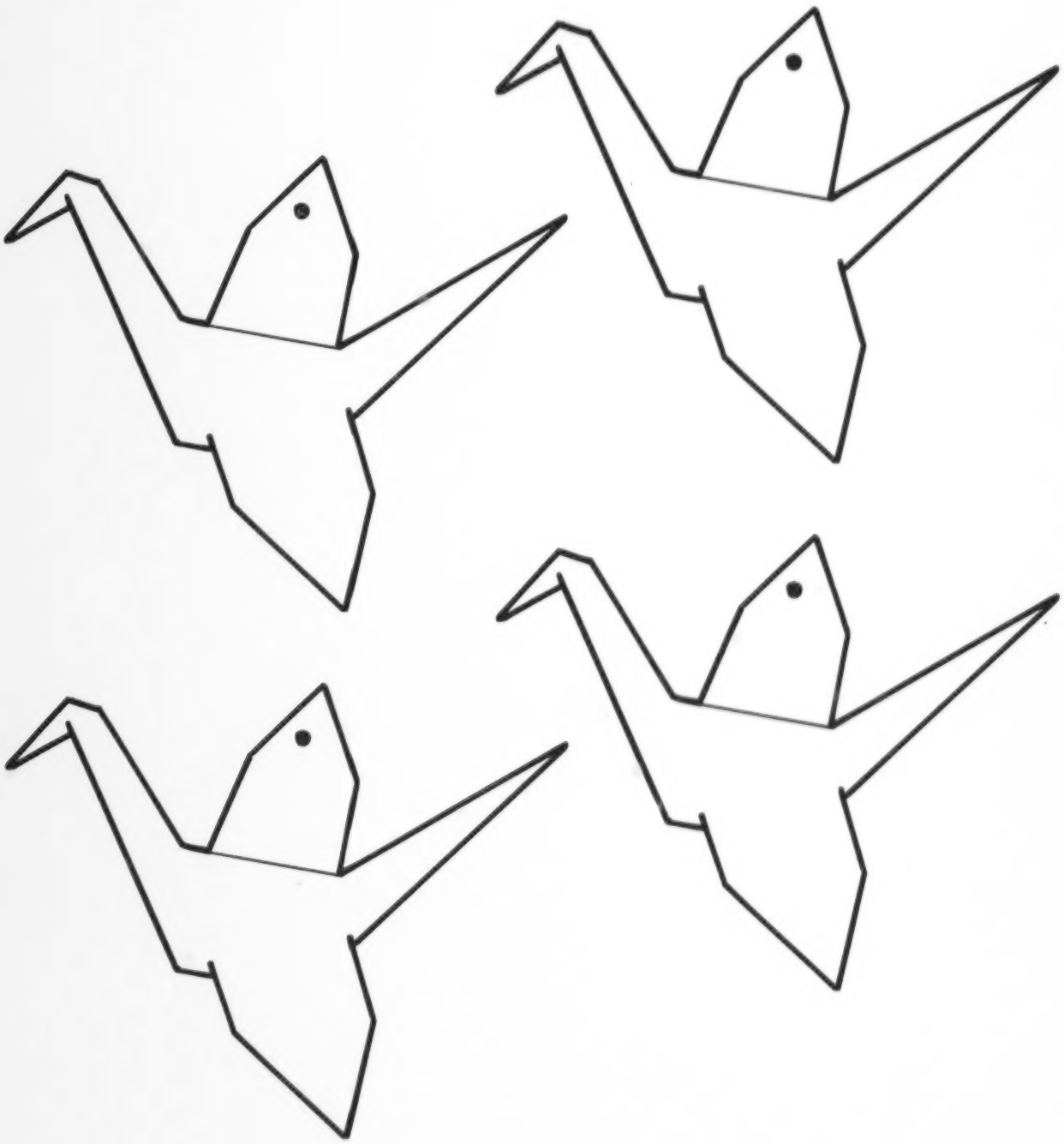
Wishing Cranes

For use with *Tree of Cranes*, Window 2.



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Windows on Social Studies: Multicultural Adventures Through Literature

(Gr. 1–3) by Joan Westley and Holly Melton. This important new program approaches social studies through the richness of children's literature. The program introduces 48 books that take children on journeys around the world, providing glimpses into diverse peoples' lives, both long ago and today. The books are organized around six social studies themes: Long Ago Times, Across America, Around the World, Folktales and Legends, Journeys, and Celebrations. The themes form the basis for six 64-page teacher resource books filled with enriching activities. Key social studies concepts are developed through discussions and activities, such as making pottery; creating three–dimensional maps; discovering family histories; cooking foods from different cultures; making music and dramatizing stories; conducting surveys and charting responses; solving problems; creating legends; and more.

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